



## Skyland Elementary

4221 N. Hwy. 14  
Greer, SC 29651

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	654 Students	
<b>Principal</b>	Dr. Carolyn J. Styles	864-355-7200
<b>Superintendent</b>	Mr. Burke Royster	864-355-3100
<b>Board Chair</b>	Mr. Roger Meek	864-233-8587

# THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2012</b>	<b>Excellent</b>	<b>Excellent*</b>
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Good	Good
2008	Good	Excellent

\* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

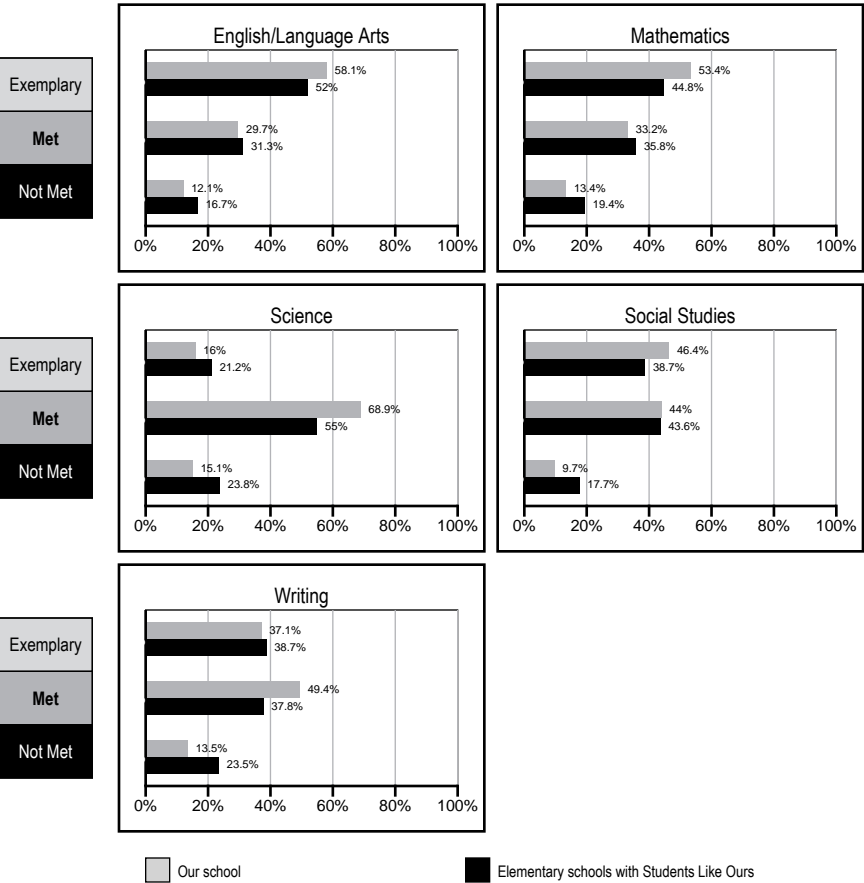
95.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
36	22	6	1	0

\* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

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N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=654)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.8%	0.6%	1.0%
Attendance rate	96.9%	Up from 96.4%	96.9%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=39)</b>				
Teachers with advanced degrees	66.7%	Down from 68.6%	63.9%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	87.5%	Down from 90.6%	89.9%	88.7%
Teacher attendance rate	96.7%	Up from 95.8%	95.0%	95.1%
Average teacher salary*	\$50,047	Down 0.9%	\$49,232	\$47,210
Professional development days/teacher	10.3 days	Down from 11.1 days	10.2 days	10.5 days
<b>School</b>				
Principal's years at school	17.0	Up from 16.0	5.0	4.0
Student-teacher ratio in core subjects	21.4 to 1	Down from 22.7 to 1	20.7 to 1	20.0 to 1
Prime instructional time	93.1%	Up from 92.2%	90.7%	90.5%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$5,775	Down 8.4%	\$6,765	\$7,247
Percent of expenditures for instruction**	68.4%	Down from 70.5%	69.9%	68.2%
Percent of expenditures for teacher salaries**	67.5%	Down from 69.6%	68.0%	65.7%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Skyland Elementary School Annual Summary Report to the Community In compliance with the Education Improvement Act of 1984, the Annual Report to the Community is written and reported each year to keep parents and community members informed regarding the progress the school is making in meeting school and district goals and objectives. This report was developed by our School Improvement Council (SIC), which consists of administrators, teachers, parents, and community business representatives. The SIC works closely with the principal in examining the school's annual standardized testing data and setting goals that focus on specific areas of strength and weaknesses. Teacher, parent, and student survey data is also examined by the SIC to determine internal and external perceptions regarding the overall school operations. Utilizing this information, a plan for improvement is established each year. As a result of our improvement plan, Skyland students continued to make steady academic gains on state-wide student achievement testing this school year, earning us the coveted State Department of Education Palmetto Gold Award. The academic success of Skyland students has also been recognized and acknowledged at the district level with Skyland being consistently named among the top performing elementary schools in our district on Measures of Academic Performance Testing (MAP). We contribute much of our success to several long-term initiatives including a focus on student data, teacher collaboration, teacher professional development that fosters academic success for all students, and early intervention measures at the primary level. However, we acknowledge that these initiatives would be meaningless without an outstanding team of dedicated teaching professionals who are committed to the implementation of these initiatives. Skyland takes pride in building and maintaining a highly-qualified and skilled teaching staff who works tirelessly to support student academic achievement. Along with continued student success, it should also be noted that Skyland was among the few South Carolina schools who continued to meet the federal requirements of Adequate Yearly Progress (AYP) as defined by The No Child Left Behind Act. In addition to this tremendous accomplishment, our PTA and Business in Education Partners continued to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and thousands of PTA volunteer hours. We appreciate the PTA and all of the community businesses that contribute so generously to our school. There is no doubt that their active participation is also a contributing factor to our school's success. In closing, we would like to express our gratitude to you for being an integral part of our team at Skyland Elementary. Building a school of excellence requires teamwork. Please join us in acknowledging Skyland's dedicated teachers, staff, business partners, and volunteers who give selflessly to ensure that every child succeeds. Skyland Elementary continues to provide quality education in "a place where children flourish."

Dr. Carolyn Styles, Principal

Kenna Brannon, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	82	37
Percent satisfied with learning environment	100.0%	87.7%	70.6%
Percent satisfied with social and physical environment	100.0%	86.4%	75.0%
Percent satisfied with school-home relations	100.0%	86.4%	75.7%

\* Only students at the highest elementary school grade level and their parents were included.

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**ESEA/Federal Accountability Rating System**

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

<b>Overall Weighted Points Total</b>	<b>85.8</b>
<b>Overall Grade Conversion</b>	<b>B</b>

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

**Accountability Indicator for Title I Schools**

Skyland Elementary school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

**Teacher Quality and Student Attendance**

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	<b>Our School</b>	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%*	Yes

\* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	678.3	672.8	635.9	657.8	100.0	100.0
Male	676.0	677.1	638.0	660.7	100.0	100.0
Female	680.8	668.1	634.1	653.6	100.0	100.0
White	681.1	675.5	637.8	660.4	100.0	100.0
African American	N/A	N/A	N/A	N/A	N/A	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	626.7	625.6	610.7	623.8	100.0	100.0
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	664.1	655.8	623.8	643.4	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	108	100	12.9	19.8	67.3	87.1
	4	86	100	17.3	39.5	43.2	82.7
	5	104	100	7.8	42.7	49.5	92.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	121	100	9.3	22.9	67.8	90.7
	4	111	100	14.2	28.3	57.5	85.8
	5	92	100	13.5	40.4	46.1	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	108	100	12.9	20.8	66.3	87.1
	4	86	100	13.6	35.8	50.6	86.4
	5	104	100	11.7	39.8	48.5	88.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	121	100	13.6	28	58.5	86.4
	4	111	100	9.4	35.8	54.7	90.6
	5	92	100	18	37.1	44.9	82
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	54	100	21.6	35.3	43.1	78.4
	4	86	100	21	58	21	79
	5	52	100	15.7	54.9	29.4	84.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	62	100	14.8	55.7	29.5	85.2
	4	111	100	11.3	79.2	9.4	88.7
	5	46	100	24.4	62.2	13.3	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	54	100	2	38	60	98
	4	86	100	14.8	44.4	40.7	85.2
	5	52	100	15.4	40.4	44.2	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	59	100	10.5	40.4	49.1	89.5
	4	111	100	8.5	49.1	42.5	91.5
	5	46	100	11.4	36.4	52.3	88.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	105	100	12.5	47.1	40.4	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	92	100	13.5	49.4	37.1	86.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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